



CAO TEAM MANUAL

2025-26

The role of school leader is a critically important yet demanding job. As the leader of the school or department, you must juggle many responsibilities and leverage effectively the systems and procedures in place to maximize student outcomes. The information that follows outlines the primary expectations and guidelines for success as a senior instructional leader at Boston Prep. These expectations are non-negotiable and will be reflected in the leaders' annual performance evaluation. When applicable, resources are provided following each expectation. These resources are all stored in the Boston Prep Google Drive in various folders, but are hyperlinked in this playbook to make them easier to access.

FOUNDATIONAL DOCUMENTS

- [Beliefs About Teaching and Learning](#)
- [Core of Each Job - Academics Team](#)
- [CAO Playbook](#)
- [District Policies and Procedures Landing Page](#)
- [Instructional Playbook](#)
- [SY26 Staff Info Hub](#)
- [SY26 Academic Leadership Team Info Hub](#)
- [SY26 Leadership Academy](#)
- [GBF Action Step Tracker - SY26](#)

ANNUAL GOALS AND PROGRESS MONITORING

Annual goals are determined by the Executive Leadership Team and shared with school leaders. School leaders are responsible for translating the annual goals into school-specific, quarterly goals that bridge the gap between our current state and the desired state. Principals are responsible for updating the Goal Dashboard (below) on a quarterly basis in preparation for Data Chats and action planning (see the section called “Principal Accountability and Evaluation.”) It is the principal’s responsibility to socialize the annual goals and to ensure the entire team is focused on the goals.

- **Resource**
 - [Boston Prep Strategic Plan](#)
 - SY26 Goal Dashboard

ADMINISTRATION

- **Responding to complaints:** From time to time, parents file PRS complaints through DESE regarding unresolved issues at the school level. When the organization receives a PRS complaint, it is the principal’s responsibility to write the written response to the complaint. The principal must draft an initial response to share with the CAO and Executive Director no later than three days before the PRS deadline. The ED and/or CAO will provide feedback and principals will implement the feedback, if needed, and resubmit the PRS no later than one day before the deadline. The ED will submit the official response to DESE.

ASSESSMENT

- **Data Analysis:** Principals are responsible for reinforcing the data-driven practices we are enhancing throughout the organization. Principals are expected to model data-driven practices, first by using data at the school-based leadership team level to inform decision-making. Relevant data sources include attendance, course grades, interim assessment scores, external assessment scores (MCAS, SAT, AP), and educator performance data. Principals should be knowledgeable about their data and leverage data analysis protocols to build the data literacy of their teams. Moreover, principals need to communicate these data and frame decisions with this information. Beyond the leadership team level, principals must model for and observe other school-based teams in their data practices.
 - **Resource**
 - Weekly Data Pull
 - Leadership Team Monitor the Learning Agenda
- **Interim Assessment Cycles:** In SY26, Boston Prep will continue with its more frequent, uniform cadence of quarterly interim assessments. These assessments and the data they produce will form the basis of teaching and learning cycles throughout the year. Teachers will backward plan from these assessments. After scoring the assessments, teachers will work collaboratively to analyze the results and develop action plans. Principals must have an overall sense of the interim assessment data cycle as well as the celebrations and areas for improvement after each administration. Principals are responsible for supporting and reinforcing the structures developed by the CAO with all school-based team members.
 - **Resources**
 - [SY26 Assessment Calendar](#)
 - [SY26 Interim Assessments](#)
 - [Inquiry Cycle Toolkit](#)
 - [Testing One Pager](#)

COACHING AND SUPERVISION

- **Weekly 1-1 with CAO:** Principals meet with the CAO weekly for 1-1 coaching and check in. Prior to the meeting, principals are responsible for populating the Weekly 1-1 Rolling Agenda as well as for completing any pre-work assigned.
 - **Resource**
 - Weekly 1-1 with CAO Agenda Template
 - [Rainbow Guide](#)
- **Outlook Calendar:** Principals are responsible for maintaining an up-to-date Outlook Calendar that reflects instructional, culture, and management priorities. Principals should share their Outlook Calendar (with all details visible) with the CAO, no later than August 20, 2025.

COMMUNICATION

- **Crisis Management:** In the face of an emergency or other crisis, it is critical that principals ensure the safety and well being of students and staff and manage communication to all stakeholders.
 - Step 1: Collaborate with the Emergency Response Team (ERT) to ensure an appropriate safety response.
 - Step 2: Check in with the Executive Director on next steps.
 - Step 3: Contact the Director of Communication to discuss the incident and craft written communication.
 - Step 4: Send written communication via email to staff (and students, if appropriate) and via DeansList to families.
 - Step 5: Schedule an after school huddle and/or convene a team to discuss next steps, if appropriate.

- **Team Communication:** Principal communication with the community (staff and students) is important to ensure clarity of expectations, celebration of successes, progress monitoring, and more. In addition to weekly written communications, principals should be prepared to address their staff during weekly One Team Faculty Meetings. Principals will have the floor for approximately 40 minutes each week for announcements, reminders, practice clinics, planning time, team building, celebrations, etc. Principals should also strive to document in writing any formal decisions they make and to “close the loop” with any involved stakeholders. These types of communication are most effective when they include the following: context; process for making the decision; stakeholders involved; final decision and rationale.
- **Email responsiveness:** Principals should develop systems to manage their email flow in order to respond to inquiries within 48 hours.

COLLABORATION

- **Cross-Functional Collaboration:** Principals are responsible for cultivating strong relationships and open lines of communication with leaders of other departments. Principals should establish at least a bi-weekly meeting cadence with the following department heads: Director of Persistence (HS only); Senior Director of Academic Projects; Senior Director of Special Education; Director of Multilingual Education; Human Capital; and Finance. Principals should maintain a rolling agenda for each of these meeting types.

CULTURE

QUICK LINKS AND HELPFUL RESOURCES

SY26 Advisory & CM Calendar	Culture & Equity Drive	Culture WT Scorecard (MS HS)
Culture Team Daily Task List	Disciplinary Hearing Protocols	SY26 Ethics Hub
Joy Calendar Master Calendar	The Launch Playbook	Student & Family Handbook

- Vision for:
- [Ethics](#)
 - [Advisory](#)
 - [Circle](#)
 - [Instructional Excellence](#)
 - [Community Meeting](#)
 - [Vision for Systems and Structures](#)

GUIDING PHILOSOPHY OF SCHOOL CULTURE, CLASSROOM MANAGEMENT, AND DISCIPLINE

As the principal you play a vital role in shaping and maintaining school culture. We believe that learning is most effective when students, teachers, and institutional systems support the sanctity of the educational environment. With this in mind, we minimize classroom disruptions. At BOSTON PREP we believe that children excel academically and ethically when behavioral expectations are transparent, are taught, and are consistently held.

Ensuring that 100% of our students are prepared academically and ethically to succeed in college and life is an ambitious goal. To meet our mission, we have created a system of rules and routines which guide our expectations for student behavior and for the work that they produce. These rules and routines communicate to students what our priorities are and what theirs should be. The following are some of the guiding principles that we use as we develop our school’s culture :

- We work to ensure that students understand the many rules and procedures of the school. We proactively teach students the rules when they first come to Boston Prep and we consistently model for them the behaviors we wish to see. We have proactively developed systems of positive and negative consequences to help students stay on track and we check in with students frequently to help them be successful.
- We believe that the concepts of "warm " and "strict " are not opposites when it comes to managing classrooms. Teachers should always interact with students in a warm, professional, and consistent manner. When we are able to do this, students will see that the high expectations and strict adherence to meeting them come from the fact that we care about them and want them to be successful in life.
- We believe that the key to managing effective classrooms and ensuring that students are productive and happy is building positive relationships. Students who feel that their teachers truly care about them and their success are much more willing to learn what we teach them and to follow the rules of the school. It is the responsibility of every adult in the school to ensure that we are finding ways to foster positive and deep relationships with our students. Our tools for managing classrooms, such as demerits and merits, are tools only—they are vehicles which help us demonstrate to students the expectations of the school. Their willingness to hear these messages and to use them to guide their behavior is based upon the relationships we have been able to foster with them.

This section of the handbook is dedicated to providing tools to help ensure that we are supporting teachers in creating positive and productive classrooms at Boston Prep.

BOSTON PREP SCHOOL WIDE DISCIPLINARY PROCEDURES

The [Code of Conduct at Boston Prep](#) is built around the idea that fine details matter. The broken windows theory leads us to believe that addressing minor infractions, like shouting out in class or off task behavior has multiple benefits:

- It sanctifies the academic process: creating an environment where a teacher can spend every moment of class focused on core academic instruction.
- It bounds an environment where students can pursue the high-level work of cultivating virtue. Because of our disciplinary system, students quickly internalize many of the habits which constitute a baseline of respect, integrity, etc., and are therefore freed to reflect on the deeper process of being an ethical person.

METHODS OF POSITIVELY RECOGNIZING STUDENTS

At Boston Prep we realize the importance of having both positive and negative consequences in place to motivate students. As a result, we have developed several formal ways to recognize excellence. The chart below illustrates some of these types of positive recognition.

VERBAL PRAISE	MERITS (MS) PHOENIX BUCKS (HS)	VIRTUE COMMENDATION	DUBOIS AWARD
<i>Given when students meet our basic, high expectations.</i>	<i>Given when students demonstrate a behavior above and beyond our typical expectations (related to one of our school's 5 key virtues)</i>	<i>Awarded when a student demonstrates consistent exemplary behavior in an area demonstrates an exemplary ethical action</i>	<i>Awarded when a student consistently demonstrates excellence in a variety of contexts and arenas.</i>
<ul style="list-style-type: none"> • Getting an answer correct • Going to the board to answer a problem • Reading aloud in class • Organizing their own or a neighbors materials 	<ul style="list-style-type: none"> • A student consistently participates throughout a class, raising their hand for even the most difficult questions • A student sees a teacher working on a project and volunteers to help 	<ul style="list-style-type: none"> • A student tells the truth in a very difficult or scary situation (<i>integrity</i>) • A student makes a dramatic improvement in their academic achievement in a class or subject (<i>perseverance</i>) 	The DuBois Award would be earned when students are consistently exemplifying the virtues of the school over a long period of time. To earn the DuBois award a student does not need to be perfect; they can show continuous

<ul style="list-style-type: none"> • Helping other student pick up trash at breakfast or lunch 	<ul style="list-style-type: none"> • A student sees graffiti in the bathroom and volunteers to clean it during recess. 	<ul style="list-style-type: none"> • A student works with a teacher to start a community service project (<i>compassion</i>) 	<p>improvement over time or can demonstrate exemplary behavior over the school year.</p>
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PREP POINTS SYSTEM

Middle school students participate in the Boston Prep Prep Points system. In the high school, students are held to the same high behavioral expectations, but students do not receive Prep Points. The system uses both objective and subjective measures to recognize when students are meeting and exceeding expectations. Each week middle school students receive their Prep Points report, along with their academic progress report. Their Prep Points report details the number of points students have earned and lost over the previous week.

Students earn Prep Points for the following coming to school on time and in uniform each day. Students lose Prep Points for earning demerits, being sent out of class, or for being suspended from school.

Middle school students will also be able to earn additional Prep points each week for demonstrating exemplary ethical behavior. These points will be issued as merits and will be assigned by Boston Prep staff members. Merit points will be issued and recorded similarly to demerits. Merits will be issued for demonstrating exemplary courage, compassion, integrity, perseverance, or respect.

Each week, the number of Prep Points students have earned will accrue into an individual account. Their points accumulate in this account over time and students can use their points to buy items from the Boston Prep Prep Points store. Items available to students will include pens, pencils, notebooks, school swag and snacks, etc. Several times during the year, students will also have the opportunity to spend some of their Prep Points at an auction. Teachers and other staff will auction off prizes (field trips, lunches, special running races, etc.) for students who have enough points to pay for them.

Students' Prep Points averages measure their behavior over time. At the discretion of the Dean of Students and the Middle School Principal, students with high Prep Point averages may also be invited on additional trips or awarded other incentives.

The Prep Points system is a tool that an effective teacher can use to send mission driven messages to students. The system allows us to consistently and frequently communicate with students when they are doing things that strengthen our school's culture.

BEHAVIOR MANAGEMENT SYSTEMS

As leaders of the school, principals are charged with consistently modeling the use of the behavior management system and ensuring consistency among staff in the use of the system as well. The bottom line is that student behavior must be uniformly excellent.

Demerits

At Boston Prep we consider demerits warning for small behaviors that demonstrate a student is not ready to learn. The demerit also serves to highlight teachers' expectations.

When students earn demerits, consider the following guidelines, principles, and strategies in explaining demerits to teachers (and students):

- Demerits are reminders for small behaviors students demonstrate when they are not ready to learn.

- Teachers do not “give” demerits; students “earn” demerits. Students earn demerits when they do not meet an expectation that has been stated. We need to encourage students to take personal responsibility for their actions. One way to do this is with the language we use. When a demerit is issued by a staff member using the language, “*Jim, you are talking right now. You have earned a demerit for being off task*” sends a subtle message to the student that they are responsible for their behavior.
- A demerit is a warning about misbehavior. It is not a consequence in and of itself. Everyone makes mistakes—this is why students must earn 3 demerits before there is a consequence (a detention). Students should be clear that we do not expect perfection; but that we do expect them to try their hardest to meet the expectations.

Referrals

Demerits are earned by students when they demonstrate small behaviors that show they are not ready to learn. They are warnings for students to improve their behavior. Sometimes, students demonstrate in a much more serious way that they are not ready to learn. Whenever a student is blatantly disrespectful or if they present a safety concern, they must be sent to the Dean of Students’ office to process the incident. Additionally, if a student has received many demerits in a single period, they are not ready to learn and should be sent to the office.

By sending students who are disrespectful out of the classroom we are sending a message to students that the classroom is a sacred place. At Boston Prep the only thing that occurs in the classroom is learning—any students not ready to learn have not earned their place in one of our classrooms.

Ensuring that students understand this expectation and the reasons behind it is vital. When sending a student to the office, teachers should be professional and even and should ask students to leave the class in a way that respect the integrity of the classroom environment. The teacher should be sure to use language that will not escalate the situation or make students more agitated.

Processing with Students

In order to help a student grow ethically and to rebuild our relationship with him or her, teachers should prioritize finding time to process with a student after a send out. Processing with a student allows both individuals to speak respectfully about an incident and to move forward. It is important to allow students to share their perspective and for teachers to listen. Some questions you might use during your processing include:

- Why were you sent to the office?
- Were your actions representative of your character?
- How did your actions affect your classmates? Were you acting as a team player?
- Is this getting you closer to college?
- What could you have done differently in this situation?
- How could I have supported you in making a better choice?
- What do you need to be successful in the classroom?
- Why do you get frustrated at times? What are your triggers?
- I’ve seen you make better choices before (give example). You have the ability to be very successful. How can you remember to do that?

Disciplinary Hearings and Suspensions

While the Culture Team is able to facilitate the majority of disciplinary hearings and parent meetings, the principal is required to preside over disciplinary hearings that may result in a long term suspension or expulsion.

Please use the following resources when applicable:

- [Short Term Suspension Hearing Order](#)
- [Long Term Suspension/Expulsion Hearing Order](#)

- [Disciplinary Hearing Decision Letter Templates](#)

STUDENT EXPERIENCES

Equally important to school culture, is being intentional about creating opportunities for joy and learning outside of the classroom. Planning for joy must be as intentional as planning for instruction and/or classroom management. Principals should partner with Assistant Principals, the Culture Team, Grade Level Leads, and Student Government Leaders to plan these moments for community joy throughout the year.

Community Meeting

Community Meetings occur on a regular basis either in grade level teams or as a whole middle school or high school community. We aim to foster a culture where joy and celebration are centered around learning and academic excellence. It is critical that our students receive the message early on that they are intelligent and capable and that learning is cool and fun! Community Meeting should be the embodiment of this culture. During CM we recognize student achievement, discuss current events, and share important community announcements and updates.

Staff members who are not presenting at the meeting will monitor students throughout the meeting. Monitoring students involves ensuring students are sitting in the correct way, being respectful, and maintaining focus throughout the meeting. Please encourage your team members to sit with students; teachers position themselves intentionally to sit next to students who need some help focusing during the meeting. During community meetings, staff should model appropriate behavior (*i.e. not conversing with friends or using cellphones*).

Field Trips

Field trips are an important part of learning at Boston Prep and provide opportunities for students to form relationships outside of Boston Prep. Each year, students go on multiple field trips, including but not limited to:

- Grade-Level College Field Trips (*Grades 6-12; twice per year*)
- Career Trips (*Grades 8-12*)
- Museum of Science (*6th Grade*)
- New England Aquarium (*7th Grade*)
- New York City (*8th Grade*)
- International Trip (*11th Grade; and select 12th Grade students*)

Events

See Community Event Calendar and [Master Calendar](#) for Details

CURRICULUM

- **Uphold lesson plan expectations and grading guardrails:** Principals are the connectors between the Executive Leadership Team and the school-based teams. It is critical that principals monitor and support school-based leaders and teachers with implementation of lesson plan expectations and other organizational academic policies and procedures. Principals are held accountable for the quality of the school's planning practices. Teachers are expected to have lesson plans that guide their instruction on a daily basis. When we say "lesson plan", we really mean "intellectual prep." In alignment with the GLEAM planning process, teachers should deconstruct their curricular materials and reconstruct them, ensuring grade level content and intentional engagement strategies enhanced by affirming and meaningful content. For the purposes of reviewing and providing feedback on "lesson plans," teachers are expected to maintain a high level overview of their intellectual prep in their Scope and Sequence document. While instructional materials (*i.e. slide decks, student handouts, etc.*) are an important part of a plan, they do not in and of themselves represent the "intellectual prep" necessary to execute an impactful lesson. As such, it is critical that teachers are

documenting their intellectual prep in their Scope and Sequence document. All instructional coaches are expected to provide feedback on each teachers' intellectual prep on at least one of their lesson plans each week.

- **Resources**

- [Scope and Sequence / Lesson Plan Workbook - SY26](#)
- [Power School C&I](#)

- **Curriculum Competence:** As the pinnacle instructional leader, principals are expected to know, at least at a foundational level, the pedagogies and features of the curricula being implemented in classrooms. Specifically, this includes new curriculum implementations.

- **Resources**

- [OpenSciEd](#)
- [Democratic Knowledge Projects \(MS only\)](#)
- [New Visions](#)
- [Choices Curriculum](#)
- [Illustrative Math](#)
- [Novel Education](#)
- [Ethics](#)

FAMILY ENGAGEMENT

- **Town Halls:** Principals must maintain open lines of communication with parents and families. As such, principals must plan and lead monthly Town Halls to share updates and to seek input from families.

- **Resources**

- [Planning Town Halls One Pager](#)

- **Special Events:** As the face of the school, principals are expected to attend special events, including those that take place during evening and weekend hours, including but not limited to: Open Houses; Parent Conferences; Awards Ceremonies, Athletic Events, and Recruitment.

INTELLECTUAL PREPARATION

- **Agenda Template:** Anyone leading a team should use the “Meeting Wise” meeting agenda template and maintain rolling agendas for all meetings.

- **Resources**

- [Meeting Wise Checklist](#)
- [Meeting Wise Agenda Template](#)

- **Submission of PD Plans:** Leaders of academic professional development sessions are required to submit a PD Plan, along with drafts of all materials, no later than 3 school days in advance of the session. PD Plans should be submitted to the CAO for feedback. PD design should follow the guidelines and best practices outlined in the Leadership Playbook.

- **Resources**

- [SY26 Professional Learning Model](#)
- [Professional Learning Plan Template](#)

- **Weekly 1-1- Preparation:** Not only must principals provide predictable times to meet with individual direct reports for check ins, they must also deliberately plan for these meetings. While it is natural for meetings to include time for operational updates and general problem solving, the majority of meeting time should be dedicated to coaching and mentorship.

- **Resources**

- [Weekly 1-1 Meeting Agendas](#)

INSTRUCTIONAL COACHING

- **Instructional Coaching:** While principals primarily manage and coach other school-based leaders, it is also important that principals can model and practice the same skills we expect of other school-based leaders. As such, principals are expected to directly coach 2-3 teachers as part of their caseload. Like other instructional coaches, principals are expected to use TeachBoost to record all coaching notes and action steps.
 - **Resources**
 - [Instructional Coaching Vision](#)
 - [SY26 Coach Roadmap](#)
 - [Written Feedback Expectations](#)
 - [Written Feedback Rubric](#)
 - [Planning for Coaching Meetings \(Obs/Feedback\)](#)
 - [Planning for WDM Meetings](#)
 - [Get Better Faster Scope and Sequence](#)
 - [Get Better Faster Scope and Sequence for Principal Managers](#)
 - [Coaching Meeting Rubric](#)

INSTRUCTIONAL LEADERSHIP

- **Instructional Practice Guides:** While principals need not be experts in every content area and course, they must have a baseline familiarity with the core practices associated with each content area, as defined by DESE in their Instructional Practice Guides (IPGs).
 - **Resources**
 - [Math IPG](#)
 - [English/Language Arts IPG](#)
 - [Science IPG](#)
 - [History IPG](#)

MANAGEMENT

- **Contingency Plans:** School leaders are responsible for the smooth and efficient operation of the school on a daily basis. Periodically, there may be staff members who are absent for extended periods (resignation, illness, etc.). These instances require a contingency plan. A contingency plan provides a detailed action plan that addresses the core functions of the absent employee. The plan includes who will do what and by when. School leaders need not be the author of every contingency plan; however, principals are responsible for ensuring that the appropriate manager completes a contingency plan and submits it to the principal for review and approval. The finalized plan must be submitted to HR and the CAO for reference. Principals are expected to develop contingency plans if the absent team member is a school-based leader.
 - **Resource**
 - [Contingency Plan Template](#)
- **Onboarding Plans:** Comprehensive onboarding plans are critical for the development and retention of new team members. Most new staff members begin during the summer and attend orientation. For these hires, the onboarding plan is orientation. For any team member who is hired after orientation, however, an onboarding plan is required. School leaders need not be the author of every onboarding plan; however, principals are responsible for ensuring that the appropriate manager completes an onboarding plan and submits it to the principal for review and approval. The finalized plan must be submitted to HR and the CAO for reference. Principals are expected to develop onboarding plans if the absent team member is a school-based leader.
 - **Resource**
 - [Onboarding Plan Template](#)

- **Dotted line Supervision of Dean of Support Services:** Although Deans of Support Services report directly to the Senior Director of Support Services, the Deans are also critical members of the school-based leadership team. As such, it is important that principals are in regular contact and collaboration with the Deans of Support Services. This may also include coaching and feedback as it relates to their work advancing the school's goals. Principals do not write evaluations of the Deans of Support Services; however, their input should be included in the Director's evaluation.
- **Written Expectations for School-Based Leadership Teams:** Principals must provide clear expectations for school-based leaders and their daily, weekly, and monthly responsibilities and key actions. In addition to the rubric used to evaluate their performance, principals must provide written expectations to all leadership team members that clarify the specific expectations related to their role to which they will be held accountable. Written expectations should be communicated to team members during the summer before school begins.
 - **Resource**
 - [Sample Written Expectations](#)
- **Roles and Responsibilities Grid:** TBD
 - **Resource**
 - [Roles and Responsibilities - Academics Division](#)
- **Staff Discipline:** **ADD HERE**
 - **Resources**
 - [Letter of Concern Template](#)
 - [Directive Template](#)
 - [Responsibility Matrix](#)
- **Meeting Matrix:** The "Meeting Matrix" must be completed by the school principal and shared with the CAO for feedback. Moreover, the grid should be shared with all school-based team members for clarity and transparency. The matrix identifies all teams that exist across the school as well as their purpose, meeting times and locations, key actions, leadership, and membership.
 - **Resource**
 - [Meeting Matrix - Organization-Wide](#) (Sample)
- **Weekly 1-1 with all Direct Reports:** Weekly 1-1s is the primary management structure between managers and direct reports. These meetings should be scheduled at a predictable time each week and should include an updated rolling agenda for all meetings. Direct reports should pre-populate the meeting agenda prior to meeting with the manager. Managers, however, should also review the agenda and add specific items. It is important that these meetings include time for coaching; as such, managers should structure the time to prioritize coaching first and other business second.
- **Weekly Leadership Team Meetings:** Principals are expected to plan for and facilitate school-based leadership team meetings on a weekly basis, using a rolling agenda in the Meeting Wise format. The primary purpose of these meetings is to monitor data and to develop plans that respond to the data. Responses might include adjustments to professional development, changes to academic and/or culture routines, etc. Given the volume of "things" that happen on a daily basis at a school, there is also likely to be numerous housekeeping and/or other decision-making to do during these meetings. This is normal; however, it is critical that the principal safeguard the Leadership Team's time to focus first on instruction and student outcomes and second on everything else.

MTSS

- **MTSS Process:** While specific grades in SY26 will have additional support from the MTSS team, all grades 6 - 12 will be implementing MTSS strategies.
 - **Resources**
 - **MTSS 1 pager**
 - [MTSS Playbook](#)
 - [Referral Form](#)

- [i-Ready Toolkit](#)

OPERATIONS

- **Event Planning:** When planning a special event (e.g. Honor Roll Breakfast, Field Trip, Movie Night, etc.) that will necessitate a change in schedule, team members taking on special roles and responsibilities, etc., principals should follow the event planning process and template outlined below. Event plans are due to Ops and VaLonda Harris no later than four weeks prior to the event.
 - **Resource**
 - [Event Planning Process](#)
 - [Event Plan Template](#)
 - [Master Calendar Google Doc](#)
- **Position Requests:** Position requests should be rare, but in the case of an unforeseen staffing gap, the school leader may submit a Position Request Form to formally request the Executive Leadership Team to consider. The only team members allowed to submit a position request form are school principals and the Director of Support Services.
 - **Resource:**
 - [Position Request Form](#)
- **Personnel Management:**
 - **Resource:**
 - SY26 OneTeam Roster
- **Procurement:**
 - Resources
 - [Boston Prep Procurement One Pager](#)

PROFESSIONAL DEVELOPMENT

- **Attendance at monthly leader PD:** School-based leadership teams, including principals, are required to attend professional development with the CAO monthly, according to the calendar provided at the start of the year.
 - **Resources**
 - SY26 Leader PD Roadmap
- **Attending External PD:**
- **Leadership of School-Based Professional Development:**
 - **Resources**
 - [SY26 PD Model](#)

ACCOUNTABILITY AND EVALUATION

- **CAO/Principal/LT Walkthroughs:** Once each quarter, the CAO will join a structured walkthrough with the school principal and leadership team to observe instruction and to review lesson plans. The school principal is responsible for completing pre-work for the walkthrough, completing the context and schedule sections of the walkthrough template no later than 48 hours in advance of the visit. The principal should share the walkthrough document with the CAO. If the document is not submitted on time, the walkthrough will be canceled and rescheduled.
 - **Resource**

■ Walkthrough Protocol Template

- **Evaluation:** Principal evaluations will follow the same timeline as teacher evaluations. See the section called “Staff Evaluations” at the end of this document for more details. Principals will be evaluated using the DESE Building Administrator Rubric. You can find an annotated copy of the rubric below. The red annotations provide additional details about the specific evidence the CAO will look for in determining the overall evaluation. Generally speaking, the majority of the evaluation will be determined by walkthrough scores, data chat preparation and post-planning, and attainment of organizational goals.
 - **Resources**
 - SY26 Principal Evaluation Rubric
 - SY26 Instructional Leader Rubric
- **Progress Reports:**

PROFESSIONALISM

- **Meeting deadlines:** Principals are expected to meet organizational deadlines as communicated by the CAO. If we expect teachers to meet the deadlines we set, it is critical that principals do the same. Extensions for key deliverables will be granted on a case-by-case basis, and only if the school leader proactively communicates with the CAO about the need for extension in advance.
- **Absences:** Principals are required to use Bamboo to submit an absence. For any day that a principal will be absent from school, they must communicate with the CAO about contingency plans.

TIME MANAGEMENT

It is critical that principals manage their time efficiently. Principals should develop a weekly calendar that strives to maintain a balanced approach to fulfilling all responsibilities effectively. Below is a suggested breakdown of how to schedule the week. While different times of year may call for slight variations in the breakdown below, generally speaking successful principals will prioritize instructional leadership, strong culture, and management on a weekly basis. Moreover, they will make the time needed for intellectual prep to maximize the impact of their work.

The Week of a Principal

- Classroom Observations: Classroom observations include observing teachers on the principal caseload as well as general observations throughout the building to ensure efficacy of the instructional program.
- Instructional Coaching: Instructional coaching refers to the meetings that follow classroom observations of caseload teachers to identify next steps.
- Weekly/Bi-Weekly 1-1 w/ direct reports: Weekly 1-1s is the primary management structure between managers and direct reports. These meetings should be scheduled at a predictable time each week and should include an updated rolling agenda for all meetings. Direct reports should pre-populate the meeting agenda prior to meeting with the manager. Managers, however, should also review the agenda and add specific items. It is important that these meetings include time for coaching; as such, managers should structure the time to prioritize coaching first and other business second.
- Monitoring School-Wide Routines: School-wide routines include arrival, transitions, lunch, and dismissal.

- General Circulation and/or Walkthroughs: General circulation and/or walkthroughs may happen individually or with other key team members for the purposes of identifying strengths and areas for improvement and developing action plans in response. Typically, the purpose of walkthroughs is to identify broader school-wide trends.
- Staff Check Ins: Staff check ins refer to making time to meet with staff members from across the organization to check in on them. A staff member may initiate a check in, but principals should also initiate check ins with specific staff members to celebrate successes, communicate concerns, check on their wellbeing, etc.
- Other Meetings: Other meetings include time for collaborating with other departments and leaders, such as HR, Operations, Persistence, etc. Other meetings also include those “one off” meetings that come up.
- Intellectual Prep: Intellectual prep includes agenda creation, data review, coaching plans for direct reports, creating professional development sessions, etc.
- Other Administrative Work: Other administrative work includes completing tasks related to finance, operations, investigations, and responding to emails.
- The Unexpected: The “unexpected” is a catch all for those moments we can’t plan for as a principal. Examples might include a fight between two students or an upset parent arriving without an appointment.

It is not always possible to 100% follow the schedule we create in advance of our week. Effective leaders, however, are always aware of which priorities are slipping and corrects the situation by adjusting their schedules accordingly the days or weeks following interferences.

See [Core of Each Role](#) document for a more specific suggested breakdown of the week of a principal or any other role on the Academics Team!

- **Resources**
 - [Calendaring](#)
 - [Weekly Worksheets for School Leader](#)

STAFF EVALUATIONS

In order to ensure that coaching is a year-long cycle, we are shifting the cadence of evaluation from twice a year to three times a year. The cycle is listed below. Teachers and instructional staff will be evaluated on this cycle. Managers will be the evaluators for the staff they manage. Principals will be expected to review all evaluations and attend as many evaluation meetings as possible.

- **Resource**
 - [SY26 Performance Management Cycle](#)
 - [ETR - Gen Ed](#)
 - [ETR - Support Services](#)
 - [ETR - ELD Teachers](#)